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Writing Intensive Project for the Nutritional Science and Dietetics Program



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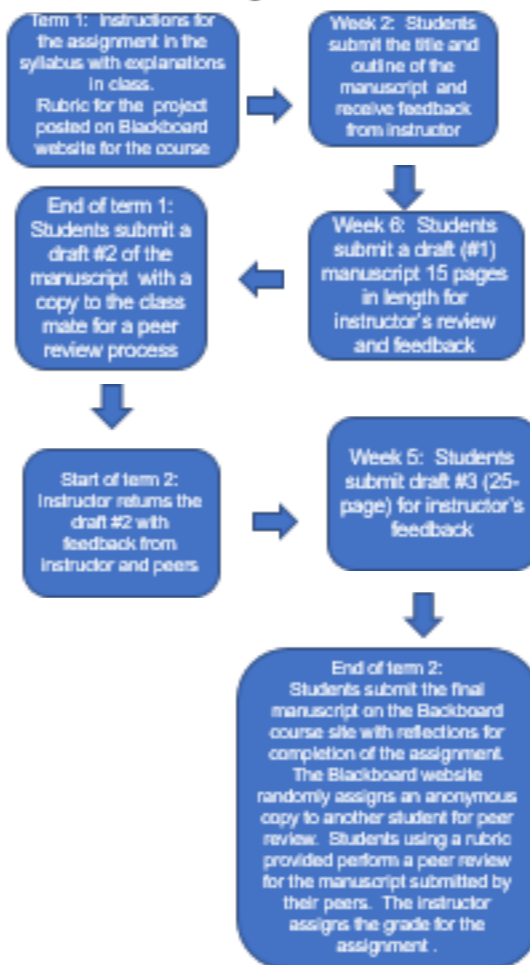
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1. Introduction

The project was to complete a writing intensive (WI) assignment a review manuscript, spanned over two semesters to conduct an extensive review on a topic chosen by the student from a list provided by the instructor. With the semester conversion, programs are allowed to use a WI criteria in lieu of an expository writing (306) course. This activity in the past was a group project for HSCI 441: Nutritional Biochemistry course where students complete a review manuscript on a given topic in groups of 5 to 7. As a requirement of WI, the assignments have to be completed individually. To allow for adequate time for feedback and revisions, the project was extended to two semester with WI designation in the second continuation course.

The project is being tested in Fall 2019 and Winter 2020. The students chose a topic from a given list and a 15-page draft was reviewed and returned in the mid-term and they submit a second draft at the end of Fall 2019 quarter. The students are given feedback on their draft #2 at the start of the second quarter course, HSCI 442: Advance Human Nutrition. In the second quarter the students expand the manuscript to 25 pages and references, a 3rd draft was submitted for feedback mid-term and the final submission is due at the end of the second quarter. Peer review processes were implemented at the end of the first term and again the final submission at the end of the second term. In the semester system, the students will have 30 weeks to complete the project, which will allow additional time for feedback and draft submissions. At this time, WI is designated in HSCI 4690, Senior Capstone, course, but it will be changed to HSCI 4662, Advanced Nutrition, continuation of HSCI 4661, Human Metabolism and Nutritional Biochemistry. This change will be made after the start of semester system.

2. Procedure/Process



Summary and Lessons Learned:

In Fall 2019 and Winter 2020 quarter, the class submitted a 15 page draft manuscript at the end of Fall 2019 quarter. During the quarter, they submitted an outline with site, one draft at mid term, and another draft at the end of the quarter. The draft with instructor's feedback was returned to them at the start of Winter 2020. The students submitted a 25-page draft of the manuscript at week 6 in Winter quarter. The draft with instructor's feedback was returned to them in week 7. Students work on the final manuscript to be submitted for grade. A version of the manuscript will be submitted to Blackboard under turn-it-in and the site will randomly assign an anonymous manuscript to another student in class for their peer evaluation and comments. Due to the 10-weeks courses in the quarter system, the whole process was rushed and adequate feedback and revisions were difficult for both the students and instructor. The concept and the idea of the process were good. This writing intensive project could be implemented and completed in the 15-weeks semester courses to provide students and instructor with adequate time and feedback to produce an excellent project. Instead of submitting a 15- pages and 25-pages drafts, by the end of the first term, students will submit a 25 pages-draft to be continued with refining and editing the document in the second semester course.

Resources

Bean, J.C., *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2nd Ed., 2011, A Wiley Imprint.

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